

ELLINGTON PRIMARY SCHOOL



BEHAVIOUR POLICY

This policy has been developed, taking into account the guidance from the Department for Education January 2016, to aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;
- regulate the conduct of pupils.

It also takes account of the DfE checklist for school leaders to support full opening of schools following closure for Covid – 19 with regard to behaviour and attendance published in August 2020.

Teachers' Powers

- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- The power to discipline also applies to all paid staff with responsibility for pupils, such as teaching assistants.
- Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff, therefore teachers may discipline pupils for misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity,
 - travelling to and from school,
 - wearing school uniform,
 - in some other way identifiable as a pupil at the school.
 - misbehaving at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school,
 - poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.
- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- Teachers have a power to impose detention outside school hours. (applies only in upper KS2)
- Teachers can confiscate pupils' property.

The School values close co-operation between home and school and views parents and staff as equal partners with equal concern. It will seek to include parents fully, and external agencies if necessary, if a pupil's behaviour is giving cause for concern.

Through the fostering of each child's self esteem and feeling of worth within the school community we encourage the development of good behaviour, self-discipline, tolerance and respect for others, thus

enabling children to become responsible members of society. They are also encouraged to extend that responsible attitude to their work and to the order within the school environment and the community.

Aims

1. To develop self-esteem as a means of fostering self-discipline.
2. To have a consistency of approach by all adults working in the school.
3. To promote understanding and appreciation of others' viewpoints.
4. To involve pupils in the development and understanding of the school rules.
5. To encourage pupils to make informed choices and take part in constructive play.
6. To promote pupils' respect for their own, and other people's property.

Broad Guidelines

1. Adults in school must provide a good role model in their behaviour.
2. Good behaviour and social awareness e.g. being polite and helpful to be rewarded positively and celebrated.
3. School rules to be applied consistently.
4. Direct confrontation to be avoided whenever possible.
5. Self-esteem to be fostered through a variety of approaches.
6. Every class teacher, and teaching assistants who work regularly in school, to have responsibility in the first instance for disciplining pupils, withdrawing the pupil from activities if necessary, but in the case of serious incidents, the headteacher to be involved.
7. In the case of recurring misbehaviour, parents will be informed with a view to working together with the school to support pupils.
8. Pupils to be given responsibility within the school wherever possible to encourage self-discipline.
9. Discipline will leave a child with a goal which to aim rather than destroy self-esteem.
10. Every adult will follow the 'Good to be Green' principles in promoting a positive approach to behaviour and sanctions.

Rewards for good behaviour

1. Verbal praise.
2. Stickers.
3. Reinforced praise from Headteacher.
4. Headteacher's stickers.
5. Celebration of success in achievement assembly.
6. Certificates in exceptional circumstances.
7. Golden Time (Good to be Green positive behaviour programme)
8. House Points
9. School 360 points (housepoints)

Sanctions for bad behaviour.

1. Verbal reprimand from class teacher (Recorded in behaviour logs)
2. Verbal reprimand from head teacher in more serious cases or if bad behaviour persists.
3. Parental involvement in very serious cases or if bad behaviour still persists.
4. Exclusion in exceptional circumstances.
5. Children may be kept in at play/dinner times to finish off work if their behaviour has impacted on their learning.
6. Children may have a liked activity, including playtime, removed.
7. Loss of golden time. (Good to be Green positive behaviour programme)

Additional Rewards and Sanctions for year 5 and 6 pupils.

Rewards for Good behaviour

- There is a range of activities available in the Studio, which is used as a Common Room each playtime, including sports tournaments, computer games, art activities and board games. All of the pupils automatically have the right to go to the studio at playtime unless they are in detention.
- School 360 housepoints will awarded for achievement and good behaviour.

Detentions

- For mild offences, there will be a three warning system. If a child is warned three times about the same thing they will get a break or lunch time detention. The children start each lesson with a clean slate. If they get a detention during the first lesson, they will miss morning playtime. If they get a detention during second lesson, they will miss 15 minutes of dinner time play. If they get a detention during the afternoon, they will miss their playtime the following day.
- The mild offences are as follows:
 - Low level disruptive behaviour
 - Poor attitude
- For serious offences, there will be an immediate half hour detention given, to take place after school the following day. A slip will be sent home on the day of the offence and parents are required to sign and return them the following day.
- The serious offences are as follows:
 - Aggressive/threatening behaviour
 - Inappropriate language
 - Lack of respect for staff and/or other pupils
- Failure to hand in homework and PE kit will both result in an immediate dinner time detention on that day. Children failing to hand in homework will complete their homework during the detention.

Good to be Green Positive Behaviour Scheme (Reception – Y4)

All children have three cards: **Green** **Amber** **Red**

The aim of the scheme is to stay on green by behaving well.

The rationale behind the scheme is to keep low level disruptive behaviour to a minimum.

It is used against expected behaviour, although class teachers will use their professional judgement about whether this is appropriate for pupils with additional needs and make all staff aware of this.

After 3 warnings for low level behaviour a child will move to an amber card. The class teacher has the jurisdiction over this although TA's who work regularly with the child/children are able to administer cards. Lunchtime Supervisors can discuss the possibility of this happening and will inform the class teacher. Lunchtime Supervisors will not, however, allot or change the cards themselves.

A red card is given in exceptional circumstances e.g. fighting or being sent to the Headteacher's office for a serious offence or after 2 more warnings following an amber card. Again, Lunchtime Supervisors will inform the class teacher who will in turn allot the card.

Children can work back from amber to green and should be encouraged to do this. A red card can be worked back to amber but sanctions, including missing their next after-school club and/or playtime will be applied if the child remains on red.

Professional judgement must always be exercised as there may be extenuating circumstances to be taken into account on a particular day/week. If a child is already on an amber card and is trying to work back to green the class teacher/Teaching Assistant will inform staff so every effort can be made to praise good behaviour or steer any potential issues away to diffuse a situation.

The Good to be Green scheme is linked to the House Point system and is a very positive way to both manage inappropriate behaviour and celebrate good behaviour. All Lunchtime staff are invited to achievement assemblies to consolidate the role of the Kitchen/Lunchtime Staff in celebrating the success of the children.

Sunshine and rain clouds are used in nursery as a precursor to the 'Going for Green Scheme'

COVID 19

In light of COVID 19, new routines are in place. All children will be made aware of expectations of hygiene and behaviour during this time. School start and finishing times have been altered together with the entrance and exist of different classes. Children have been placed in key stage bubbles which they will adhere throughout the school day. On entry to school children will wash hands and be reminded to do this throughout the school day. Lunch and break times have been staggered to ensure children stay in their bubble. Children will be class based as much as possible and if transition is needed staff will supervise. Equipment will be washed at the end of every school day. Until further notice, year 5 and 6 playtime will be spent outside not in the studio.

In the event of purposefully coughing or spitting on someone, a child will be sent to the headteacher and if the offence is repeated the child may be sent home.

Staff must be vigilant in identifying pupils who are at risk of disengagement and signs of distress and poor mental health in all children and colleagues so that support can be put in place for them.

Related Policies

- Anti-bullying
- Use of Force to Control or Restrain Pupils (LA Model Policy from 'Learning Together')
- Equalities

September 2020